

**Campus Improvement Plan
2016-2017**

Galatas Elementary: 120 Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

Galatas Elementary School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Master Rigorous Academic Standards

- *Index 1: Student Achievement* All subjects; all students meet STAAR satisfactory standard.
- *Index 2: Student Progress* Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress
- *Academic Achievement Distinction Designation (AADD) indicator in Reading, Writing, Math, and Science.*
K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures
- *Greater than Expected Growth (AADD Indicator) in Reading and Math*
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2*

Close the Performance Gap

- *Index 3: Closing Performance Gaps* All subjects; eco dis and up to two of the lowest performing racial/ethnic group(s) from the previous year; weighted performance rate (Level II and Level III)
- *Top 25% Distinction: Top quartile of campus comparison group in performance on Index 3*

Successful Completion of High School

- *Index 4: Post-secondary Readiness* STAAR % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas.
- *Postsecondary Readiness Distinction*

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| GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS | |
| MASTER RIGOROUS ACADEMIC STANDARDS –Index1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS | |
| INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE | <p>Index 1: Student Achievement In 2015-2016, 96 % of All students combined over all subject areas met Level II standard. In 2021-2022, 100% of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be 98% met Level II standard. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Increase Attendance Rate from 97% to 97.3% |
| INDEX 2: STUDENT PROGRESS OBJECTIVES | <p>Index 2: Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress.</i> In 2015-2016, the Index 2 Score was 53. In 2016-2017, the Index 2 Score will be 60. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading and Math. • Will meet AADD indicator for greater than expected growth in Reading and Math. |
| READING Strategies | <p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Implement research-based instructional strategies to support co-curricular collaboration in teaching science and social studies TEKS through reading strategies (non-fiction). • Improve Questioning Strategies in language arts through staff development in (Compare/Contrast/Summarization; QUILT; Kilgo’s level of questions; Bloom’s Level of Questioning; Question Stems; Socratic Questioning; Instructing Students to Ask Higher Level Questions), training in the use of the Comprehension Toolkit, and implementation by all teachers, including general education and special education. • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading and writing. |

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| <p>WRITING Strategies</p> | <p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Continue to focus on daily writing in every K-4 classroom in both fiction and nonfiction. • Address the vertical alignment of the Lucy Calkins Writing Model for grades K-4 for fidelity and integration of higher level thinking practices. • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences in Grades 1-4 and the Lucy Calkins CISD Writing Calendars for Grades 1-4. |
| <p>MATH Strategies</p> | <p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide staff development for developing and implementing common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirements of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. • Ensure the implementation of the CISD Solves Math Structure in all K-4 classrooms. |
| <p>SOCIAL STUDIES Strategies</p> | <p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Students will be provided the opportunity to learn about economics in the real world through Junior Achievement. • Focus on engagement through student centered instructional strategies based on Social Studies Alive! |
| <p>SCIENCE Strategies</p> | <p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Improve student engagement and close learning gaps in science through staff developments in identifying individual student academic needs using Kilgo's Questioning Levels, Marzano's Nine Best Practices, and hands-on inquiry-based activities. • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model. |
| <p>INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES</p> | <p>Index 3: Closing Performance Gaps All subjects; eco dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III) In 2015-2016, the Index 3 Score was 71 and included the student groups of Eco Dis, Hispanic, and White. In 2016-2017, the Index 3 Score will be 75 and will include the student groups of Eco Dis, Hispanic, and Asian. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps |
| <p>Program Focus Strategies</p> | <p>Special Populations</p> <ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. • Provide mentors to targeted at-risk students. • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. District Safeguard (DSG) • Work with the ARD Committee to determine the most appropriate test levels for students with disabilities taking the STAAR Alternate test. • Work with students with disabilities to increase time doing more independent practice during small group instruction so that they may be eligible to be assessed at a higher level of the STAAR Alternate test. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Provide Rtl through Tier 1 research-based best practices and Tier II and III interventions to facilitate academic improvement for identified students. • Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG) • Provide on-going support through professional learning communities, planning, and training on |

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| | <p>the use of TELPAS data, ELPs, and learning strategies that are targeted to develop listening, speaking, reading, and writing for ELLs (DSG)</p> <ul style="list-style-type: none"> • Review, revise, and implement daily attendance procedures to meet 97.3% average attendance. • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) |
| READING Performance Objectives | <p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 75% of Eco Dis students, 96% of Hispanic student group, and 98% of White student group met Level II standard. In addition, 25% of Eco Dis students, 57% of Hispanic student group, and 56% of White student group met Level III standard.</p> <p>In 2016-17 80% of Eco Dis students, 98% of Hispanic student group, and 98% of Asian student group will meet Level II standard. In addition, 30% of Eco Dis students, 65% of Hispanic student group, and 75% of Asian student group will meet Level III standard.</p> <p>Target Reading Reporting Category: R3 Grade 3 and R2 Grade 4</p> |
| Focus Strategies | <ul style="list-style-type: none"> • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. • Provide intensive, systematic tutoring for identified at-risk students during the day and after school. • Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students. • Address rigor in the differentiated literacy classroom in grades K-4 for vertical alignments of Tier I best practices. • Re-examine effectiveness and depth of Guided Reading in the K-4 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading. • Continue the integration of Elementary Language Arts into Social Studies content K-4. • Focus on the importance of daily reading at school and at home. • Components of CISD Instructional Model and Tier I Best Practices will be addressed in District Wide Staff Development. • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, Asian, and economically disadvantaged students in all content areas. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) |
| WRITING Performance Objectives | <p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 67% of Eco Dis students, 91% of Hispanic student group, and 93% of White student group met Level II standard. In addition, 0% of Eco Dis students, 57% of Hispanic student group, and 49% of White student group met Level III standard.</p> <p>In 2016-17, 75% of Eco Dis students, 95% of Hispanic student group, and 95% of Asian student group will meet Level II standard. In addition, 25% of Eco Dis students, 65% of Hispanic student group, and 75% of Asian student group will meet Level III standard.</p> <p>Target: Reporting Category: W1</p> <p>100% of all students and student groups taking the <i>District Benchmarks</i> in Writing will meet District performance standards.</p> |
| Focus Strategies | <ul style="list-style-type: none"> • Continue to focus on daily writing in every K-4 classroom in both fiction and nonfiction genres bridging from the Genre Study implementation. • Address the vertical alignment of the Lucy Calkins Writing Model for grades K-4 for fidelity and integration of higher level thinking practices. • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model implementing Mentor Sentences in Grades 1-4 and the Lucy Calkins CISD Writing Calendars for Grades 1-4. • Continue to implement the Six Traits of Writing as the CISD assessment tool for grades K-4. • Provide fourth grade teachers with a trainer of trainers staff development to focus on personal |

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| | <p>narrative and expository writing along with the effective teaching of revising and editing.</p> <ul style="list-style-type: none"> • Collaborate with vertical and horizontal subject area teams to analyze and identify strengths and weaknesses in the curriculum. • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African Americans, and economically disadvantaged students in all content areas. (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG) |
| <p>MATH Performance Objectives</p> | <p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 75% of Eco Dis students, 96% of Hispanic student group, and 97% of White student group met Level II standard. In addition, 0% of Eco Dis students, 71% of Hispanic student group, and 66% of White student group met Level III standard.</p> <p>In 2016-17, 85% of Eco Dis students, 98% of Hispanic student group, and 98% of Asian student group will meet Level II standard. In addition, 25% of Eco Dis students, 80% of Hispanic student group, and 85% of Asian student group will meet Level III standard.</p> <p>Target: Reporting Category: M2 Grade 3 and M3 Grade 4</p> |
| <p>Focus Strategies</p> | <ul style="list-style-type: none"> • Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. • Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. • Develop and implement common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. • Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs. • Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models. • Implement iLearn for at-risk students. • All students in grades K-4 will have access to Mathletics program • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African Americans, and economically disadvantaged students in all content areas. (DSG) • Monitor, locate, and provide resources for potential dropouts including special education students. (DSG) |
| <p>SOCIAL STUDIES Performance Objectives</p> | <p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>100% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards.</p> |
| <p>Focus Strategies</p> | <ul style="list-style-type: none"> • Implement the Interactive Student Notebook K-12 • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Integrate content literacy strategies K-12 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Train teachers in writing STAAR quality assessment questions • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African Americans, and economically disadvantaged students in all content areas. (DSG) |

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| SCIENCE Performance Objectives | <p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>In 2015-2016, 78% of Eco Dis students, 91% of Hispanic student group, and 91% of Two or More Races student group met Level II standard. In addition, 9% of Eco Dis students, 21% of Hispanic student group, and 50% of Two or more student group met Level III standard.</p> <p>In 2016-17 80% of Eco Dis students, 95% of Hispanic student group, and 85% of African American student group will meet Level II standard. In addition, 20% of Eco Dis students, 30% of Hispanic student group, and 20% of African American student group will meet Level III standard.</p> |
| Focus Strategies | <ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). • Improve vocabulary building in Science through the Science Word of the Week (WOW) for elementary and intermediate grades, Science word walls in elementary and secondary classrooms, and the use of Marzano Words in the Scope and Sequences. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. • Ensure that teachers require all students utilize a science interactive notebook as part of their learning process. • Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments. • Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of special education, current and monitored ELLs, African Americans, and economically disadvantaged students in all content areas. (DSG) |
| HEALTH Performance Objectives | <p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>100% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p> |
| Focus Strategies | <ul style="list-style-type: none"> • Track and evaluate students' personal level of health related fitness through student-developed short term and long term goals. • Ensure students are well informed of physical activity that can be performed outside of the Physical Education classroom in order to keep them physically active throughout their lifetime. • Engage students regularly in exercising, stretching and running in a standard format, as well as games and activities. • Continue Active Start to help students benefit from early morning exercise. |
| <p>SUCCESSFUL COMPLETION OF HIGH SCHOOL POSTSECONDARY READINESS (Index 4)</p> <p>CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</p> | |
| Index 4: POSTSECONDARY READINESS OBJECTIVES | <p>INDEX 4: POST-SECONDARY READINESS</p> <p>In 2015-2016 86% all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments.</p> <p>In 2016-2017 90% all students and 7 race/ethnic groups will meet postsecondary standard on STAAR assessments.</p> <p>Increase Attendance Rate from 97% to 97.3%</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> • Postsecondary Readiness Distinction K-8: Performance in top 25% of comparison group <p>Grade 3-12 Safeguard Indicator : Safeguard Target for Participation and Performance Rate(if applicable):</p> |
| Focus Strategies | <ul style="list-style-type: none"> • The principal and assistant principals will attend all content area Cadre meetings with the campus teacher representative to ensure understanding of district expectations for each content area. • Utilize all CISD Best Practices of differentiated instruction • Provide Parent Information sessions for Gifted and Talented Program • Provide professional development for teachers on differentiating instruction and "Teaching Up" |
| Financial Resources | <p>Campus budget</p> <p>SCE, Title I, Title III</p> |
| Additional Resources | <p>Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD</p> |

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| | English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool |
| Monitoring Timeline | November, January, April |
| Formative Evaluation | CISD Benchmarks at passing rate |
| Summative Evaluation | TEA Accountability Summary TAPR Meet Performance Indicators for CaSE |
| Project Manager(s): | Principal Assistant Principal |

| Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF | |
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| Objective | To recruit, retain and develop highly qualified teachers and staff for all students. |
| Focus Strategies | <ul style="list-style-type: none"> • Ensure the appropriate certification and highly qualified requirements for professional and paraprofessionals. • Provide mentor support for beginning teachers. • Improve qualifications of teachers by providing opportunities to attend workshops and trainings. • Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT. • Provide opportunities for teachers to acquire ESL certification. |
| Financial Resources | Campus budget, Teacher Activity Fund, Title III |
| Additional Resources | Position Control Reports, Allocation Reports |
| Monitoring Timeline | November, January, March |
| Formative Evaluation | HQ data from Human Resources |
| Summative Evaluation | TAPR, HQ Report to TEA |
| Project Manager(s): | Principal, Assistant Principal |

| Goal 3 PARENTS AND COMMUNITY | |
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| Objective | To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. <i>CaSE: Will achieve a CaSE rating of Exemplary for all Indicators.</i> |
| Indicator 1. Digital Learning Environment | <p>Indicator 1 Focus Strategies: Digital Learning Environment – Criteria 7</p> <ul style="list-style-type: none"> • Utilize the CISD and campus websites in conjunction with Canvas to communicate and provide information to parents and students. • Canvas training will be provided for teachers and staff. |
| Indicator 2. Gifted and Talented Programs | <p>Indicator 2 Focus Strategies: Gifted and Talented Programs – Criteria 13</p> <ul style="list-style-type: none"> • We will continue to monitor the identification of students for the Gifted and Talented Program in order to provide appropriate services for every student. |
| Indicator 3. Fine Arts | <p>Indicator 3 Focus Strategies: Fine Arts - Criteria 1</p> <ul style="list-style-type: none"> • We will investigate the possibility of student participation in an honor choir and implement if possible. |
| Financial Resources | Campus budget, Title I |
| Additional Resources | Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology |
| Monitoring Timeline | Formative November, January |

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| | Summative July |
| Formative Evaluation | Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate |
| Summative Evaluation | Meet Performance Indicators for Campus Meet Performance Indicators for CaSE |
| Project Manager | Principal |

| Goal 4 SAFE SCHOOLS | |
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| Objective | To provide a safe and orderly school environment conducive to learning for all students and staff. |
| Focus Strategies | <ul style="list-style-type: none"> • Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. • Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level. • Maintain a campus Safety Committee to review, revise, and oversee the implementation of the Safe School Plan. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. • Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school. • Involve parents and community members in activities to support a safe school environment. • Implement violence prevention and intervention strategies: Safe Schools School Violence course for faculty; Implement bullying prevention and intervention strategies: faculty training through Safe Schools: Bullying: Recognition & Response Full Course and Online Safety: What Every Educator Needs to Know; CISD online resources at http://www.conroeisd.net/Bullying/student_guide.asp; campus programs and presentations. • Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills. |
| Financial Resources | Campus budget |
| Additional Resources | Emergency operations plan |
| Monitoring Timeline | Formative November, January Summative July |
| Formative Evaluation | Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus |
| Summative Evaluation | Clean safety audit |
| Project Manager(s): | Principal, Assistant Principal |

| Goal 5 TECHNOLOGY | |
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| Objective | To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers. |
| Focus Strategies | <ul style="list-style-type: none"> • Increase student opportunities for utilizing technology across the curriculum areas. • Ensure the Technology Applications TEKS are met across content areas. • Provide staff development on integration of technology across the curriculum. • Build teacher capacity to fully implement technology in instruction. • Provide meaningful opportunities for students to access technology for learning. |
| Financial Resources | Campus budget Title III |

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| Additional Resources | Technology staff |
| Monitoring Timeline | Formative November, January Summative July |
| Formative Evaluation | Records of professional development in technology, Campus and District Technology Plans align with strategies |
| Summative Evaluation | Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE |
| Project Manager(s): | Principal, Assistant Principal, Technology Liaison |

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

**State Compensatory Education Program
2016-2017 School Year**

| Strategy | Program/Service | Funds Budgeted | FTEs |
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| SCE | | | |
| Closing Performance Gap: Strategy 1 Reading/ELA: Strategy 2 Math: Strategy 4 | Academic Tutorials | \$3,690 | .07 |
| | TOTAL SCE | \$3,690 | |

**Resources Allocated for Title I - III
2016-2017 School Year**

| Strategy | Program/Service | Funds Budgeted | FTEs |
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| Title III LEP | | | |
| Close Performance Gap: Strategy 1 Reading ELA: Strategy 2 | Extra Duty Tutorials | \$1000.00 | .02 |
| Technology: Strategies 1 and 5 | Technology | \$500.00 | |
| Close Performance Gap: Strategy 4 Reading: Strategies 1 and 3 | Books | \$200.00 | |
| Reading: Strategies 1 Writing: Strategies 3 and 7 | Instructional Materials | \$550.00 | |
| | TOTAL Title III LEP | \$2,250.00 | |